

# Literacy

## PERKS

Aligned Curriculum  
Multiple Assessment  
Instruction & Intervention  
Literate Environment  
Partnerships  
Professional Development  
Literacy Team  
Valuable Resources  
Literacy Plan

includes reading, writing, and the creative and analytical acts involved in producing and comprehending text.



Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

VALUABLE RESOURCES

## PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

### Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

- **Defining Literacy** - Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. --from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002
- **Using Literacy PERKS** - Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I - Implementation & Impact Check Plans CI - Curriculum and Instruction Documents OB - Classroom &/or Laboratory Observation PO - Supply Requisitions & Purchase Orders CP - Sch./Dist. Comprehensive Improvement Plan TI - Textbook and Other Instructional Materials	INT- PR, T, P, S, C, O - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview DPT - Departmental Meeting Notes, Minutes, Agendas IEP, 504, ESS, G/T - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans SE - Student Evaluations of Teachers and Course	PORT - Portfolio Analysis CATS - Assessment Results SW - Student Work SYL - Course Syllabi WEB - School Websites LP - Lesson Plans PSP - Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
- **Connecting to Kentucky Documents** - The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

<b>ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs</b>	<b>STANDARDS</b>  <b>Standards and Indicators for School Improvement</b>	<b>CONDITIONS FOR READING SUCCESS</b> <b>Read to Succeed:</b> <i>Kentucky's Literacy Plan</i>
---	--	---

<b>Aligned Curriculum</b>	<b>ACADEMIC PERFORMANCE</b> Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
<b>Multiple Assessments</b>	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
<b>Instruction and Targeted Intervention</b>	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
<b>Literate Environment</b>	<b>LEARNING ENVIRONMENT</b> Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
<b>School/ Family/Community Partnerships</b>	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
<b>Professional Development</b>	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).


<b>ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs</b>	<b>STANDARDS</b>  <b>Standards and Indicators for School Improvement</b>	<b>CONDITIONS FOR READING SUCCESS</b> <b>Read to Succeed:</b> <i>Kentucky's Literacy Plan</i>
---	--	---

<b>Literacy Team</b>	<b>EFFICIENCY</b> Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
<b>Valuable Resources</b>	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
<b>Literacy Plan</b>	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

**Continue**

## Literacy PERKS : Valuable Resources

<b>SISI Standard 8 – Organizational Structure and Resources:</b> The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance. While <b>Valuable Resources</b> relates to SISI Standard 8, the indicators below <b>do not</b> correspond directly to the SISI indicators.	<b>Conditions for Reading Success (#5):</b> Adequate time devoted directly to the teaching of reading.
---	---






VALUABLE RESOURCES Indicators <i>Provide data that indicate the extent to which . . .</i>	SCHOOL DATA SOURCES	RESOURCES
8.1 <b>fiscal resources</b> (federal, state, local) are allocated to support high performance in literacy.		<a href="#">Grants</a>  <a href="#">Interviews: Lewis County</a>
8.2 human resources are allocated and organized to support high performance in literacy.		
8.3 Kentucky tools including the <a href="#">Teaching to Proficiency CD</a> , <a href="#">Implementation Manual</a> , <a href="#">Program of Studies</a> , <a href="#">Core Content for Assessment</a> , <a href="#">Transformations: A Curriculum Framework</a> and <a href="#">Performance Level Descriptions</a> are used.		<a href="#">Kentucky Tools</a>

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I -Implementation & Impact Check Plans CI - Curriculum and Instruction Documents OB - Classroom &/or Laboratory Observation PO -Supply Requisitions & Purchase Orders CP-Sch./Dist. Comprehensive Improvement Plan TI - Textbook and Other Instructional Materials	INT- PR, T, P, S, C, O - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview DPT - Departmental Meeting Notes, Minutes, Agendas IEP, 504, ESS, G/T - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans SE - Student Evaluations of Teachers and Course	PORT - Portfolio Analysis CATS - Assessment Results SW - Student Work SYL - Course Syllabi WEB - School Websites LP - Lesson Plans PSP - Program Service Plan

<b>VALUABLE RESOURCES Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>	<b>RESOURCES</b>
---	--------------------------------	------------------

8.4 the <a href="#">Library Media Center</a> has a variety of current and attractive reading materials.		<a href="#">Student Reading Materials</a>
8.5 the master schedule reflects the belief that literacy is foundational to a successful life beyond school		
8.6 the SBDM has <a href="#">policies</a> in place that ensure funding for literacy efforts is based on identified student needs.		<a href="#">Closing the Achievement Gap</a>
8.7 the school supports teachers in literacy grant writing.		<a href="#">Grants</a>

<b>DATA SOURCES</b> I&I -Implementation & Impact Check Plans CI - Curriculum and Instruction Documents OB - Classroom &/or Laboratory Observation PO -Supply Requisitions & Purchase Orders CP-Sch./Dist. Comprehensive Improvement Plan TI - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> INT- PR, T, P, S, C, O - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview DPT - Departmental Meeting Notes, Minutes, Agendas IEP, 504, ESS, G/T - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans SE - Student Evaluations of Teachers and Course	<b>DATA SOURCES</b> PORT - Portfolio Analysis CATS - Assessment Results SW - Student Work SYL - Course Syllabi WEB - School Websites LP - Lesson Plans PSP - Program Service Plan
--	--	--

VALUABLE RESOURCES Indicators <i>Provide data that indicate the extent to which . . .</i>	SCHOOL DATA SOURCES	RESOURCES
8.8 the school uses resources (e.g., <a href="#">ESS</a> , <a href="#">FRYSC</a> , university personnel, <a href="#">technology</a> , <a href="#">KY Virtual Library</a> , <a href="#">Ky Virtual HS</a> , <a href="#">Library Media Center</a> ) to maximize literacy efforts.		<a href="#">Engaging Reading Using the Web</a>  <a href="#">Ride to Read</a>  <a href="#">Text Reader</a>  <a href="#">Interviews: Lewis County</a>
8.9 Teachers have professional materials for study groups.		<a href="#">Study Group Materials pgs. 58-61</a> <a href="#">Professional Reading Materials</a>
8.10 Teachers have time set aside for the purpose of planning for literacy instruction both vertically and horizontally.		 <a href="#">Interviews: Montgomery Co.</a>
8.11 <a href="#">Uninterrupted</a> blocks of time are available for literacy and are used to maximize student learning.		<a href="#">Silent Reading</a>  <a href="#">Interviews: Lewis County</a> <a href="#">Other Resources</a>

DATA SOURCES	DATA SOURCES	DATA SOURCES
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT</b> - PR, T, P, S, C, O - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan



# Literacy Plan

The school / district develops, implements, and evaluates a schoolwide literacy plan that communicates a clear purpose, direction, and action plan focused on teaching and learning in literacy.



Grants

PERKS - Literacy Plan

Sample Literacy Plans

# Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

## LITERACY PLAN

## PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

### Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

- **Defining Literacy** - Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. --from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002
- **Using Literacy PERKS** - Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I - Implementation & Impact Check Plans CI - Curriculum and Instruction Documents OB - Classroom &/or Laboratory Observation PO - Supply Requisitions & Purchase Orders CP - Sch./Dist. Comprehensive Improvement Plan TI - Textbook and Other Instructional Materials	INT- PR, T, P, S, C, O - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview DPT - Departmental Meeting Notes, Minutes, Agendas IEP, 504, ESS, G/T - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans SE - Student Evaluations of Teachers and Course	PORT - Portfolio Analysis CATS - Assessment Results SW - Student Work SYL - Course Syllabi WEB - School Websites LP - Lesson Plans PSP - Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
- **Connecting to Kentucky Documents** - The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

<b>ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs</b>	<b>STANDARDS</b>  <b>Standards and Indicators for School Improvement</b>	<b>CONDITIONS FOR READING SUCCESS</b> <b>Read to Succeed:</b> <i><b>Kentucky's Literacy Plan</b></i>
---	--	--

<b>Aligned Curriculum</b>	<b>ACADEMIC PERFORMANCE</b> Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
<b>Multiple Assessments</b>	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
<b>Instruction and Targeted Intervention</b>	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
<b>Literate Environment</b>	<b>LEARNING ENVIRONMENT</b> Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
<b>School/ Family/Community Partnerships</b>	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
<b>Professional Development</b>	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).


<b>ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs</b>	<b>STANDARDS</b>  <b>Standards and Indicators for School Improvement</b>	<b>CONDITIONS FOR READING SUCCESS</b> <b>Read to Succeed:</b> <i>Kentucky's Literacy Plan</i>
---	--	---

<b>Literacy Team</b>	<b>EFFICIENCY</b> Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
<b>Valuable Resources</b>	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
<b>Literacy Plan</b>	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

**Continue**



## Literacy PERKS : Literacy Plan

**SISI Standard 9 – Comprehensive and Effective Planning:** The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. While *Literacy Plan* relates to SISI Standard 9, the indicators below **do not** correspond directly to the SISI indicators.

<b>LITERACY PLAN Indicators</b> Provide data that indicate the extent to which the school's Literacy Plan . . .	<b>SCHOOL DATA SOURCES</b>	<b>RESOURCES</b>
9.1 allocates resources in an equitable way based on student needs.		Organizational Support  Sample Literacy Plans
9.2 identifies needed resources and person(s) responsible for the implementation of each activity.		Organizational Support  Sample Literacy Plans
9.3 incorporates reading and writing goals.		Organizational Support Sample Literacy Plans  Interview: Montgomery Co.

<b>DATA SOURCES</b>	<b>DATA SOURCES</b>	<b>DATA SOURCES</b>
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

<b>LITERACY PLAN Indicators</b> Provide data that indicate the extent to which the school's Literacy Plan . . .	<b>SCHOOL DATA SOURCES</b>	<b>RESOURCES</b>
---	--------------------------------	------------------

9.4 is developed with input from all stakeholders who are knowledgeable about the plan.		<a href="#">Organizational Support</a>   <a href="#">Interview: Montgomery Co.</a>
9.5 is fully implemented.		<a href="#">Organizational Support</a>
9.6 is reviewed and revised periodically using data from sources such as <a href="#">Implementation and Impact checks</a> .		<a href="#">Organizational Support</a>
9.7 uses resources (e.g. <a href="#">ESS</a> , <a href="#">FRYSC</a> , <a href="#">university personnel</a> , <a href="#">technology</a> , <a href="#">KY Virtual Library</a> , <a href="#">KY Virtual High School</a> ) to maximize literacy efforts.		<a href="#">Technology Resources</a> <a href="#">Grants</a>  <a href="#">Organizational Support</a>

<b>DATA SOURCES</b>	<b>DATA SOURCES</b>	<b>DATA SOURCES</b>
<b>I&amp;I</b> - Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

# Sample Literacy Plans



District Wide Plans

High School Plans



# *District Wide Literacy Plan*



**Daviess Co.**

# Literacy Plan



**Daviess Co. District Wide Literacy Plan** - Teachers in Daviess County Schools are taking aim. Their goal calls for 100% of the exiting preimary students to be reading on grade level. **Video:** 12/8/01 8:00min.

**Daviess Co. Literacy Plan:** <http://www.dcps.org/dcps/every/literacy.htm>

# *High School Literacy Plans*



Cawood H.S. - Harlan Kentucky

Cumberland H.S. - Harlan Kentucky

Evarts H.S. - Harlan Kentucky

# CAWOOD HIGH SCHOOL LITERACY PLAN

Developed September 24, 2002

Harlan, Kentucky

Literacy Team members present:

District consultant present: Anita Tolliver

KDE consultants present: Beckie Wade, Region 6 Language Arts consultant, and René Matthews, High School Reading consultant in Frankfort

- LITERACY GOALS\*:**
- (1) to have no Novice portfolios
  - (2) to increase the number of students scoring at levels 3 and 4 on open response items in the Informational reading subdomain (in 2002, 74% scored below level 3)
  - (3) to improve students' performance on the multiple-choice questions in the Literary reading subdomain (in 2002, there were more incorrect answers on Literary reading than any other subdomain. This is a problem considering the time spent on Literary reading in English classes.)

\*Literacy Team members need to study the recent KCCT reading and writing data to determine specific number targets. Software from the Region 6 Service Center is available to set a goal that will get students to proficiency by 2014. The number targets should not be random, and they should be challenging.

## Comprehensive Schoolwide Literacy Program Element— PROFESSIONAL DEVELOPMENT

Step 1 Implementation	Step 1 Evaluation
Continue mentoring program—each faculty member mentoring three seniors through the portfolio process. This is professional development for all faculty members because each student will essentially become a “case study” as teachers help them produce Apprentice or above portfolios.	<ul style="list-style-type: none"><li>a) Since every faculty member should be involved, the principal needs to monitor the implementation. Until a formal structure is in place (the Literacy Team could help the principal create the formal structure), the principal could randomly ask students about their work with their Mentors. In brief, informal conversations in the hallway or before/after school, the principal could ask students how their portfolio was coming, how their mentor has helped them in the process, how much time their mentor has spent with them, and what they needed more help on from their mentor.</li><li>b) students' 2003 portfolio scores</li><li>c) Teachers need an opportunity to write about/discuss what they learned from mentoring and how that work will</li></ul>

	change their instruction. (For example, in a faculty meeting, teachers could be given a few minutes to jot down thoughts in reaction to a prompt: What did you learn from mentoring students? How will what you learned change your instruction? After they have time to write, they could share ideas with the people at their tables.) There are many ways to do this. The Literacy Team needs to decide how to give teachers this opportunity and to determine what kind of feedback they need to make the program a success next year.
<b>Step 2 Implementation</b>	<b>Step 2 Evaluation</b>
At the principal's recommendation, the district math consultant will work with math teachers on developing open response items and portfolio pieces.	How will this be evaluated? The district consultant will probably lead teachers in scoring student work against their prompts which is one way to evaluate open response prompts.
<b>Step 3 Implementation</b>	<b>Step 3 Evaluation</b>
Literacy Team members use the fall and winter test scrimmages as a professional development opportunity to learn more about Informational Reading open response prompts.	<p>In scoring the student responses to the Informational reading open response items on the scrimmage test, members look for trends in student answers. They will generate a list of ways instruction could be improved to generate higher student performance on the next scrimmage.</p> <p>Note: Literacy Team members said they were not yet ready to provide professional development for the faculty on how to develop open response items and score them against a rubric. However, a logical next step would be for Team members to present their findings (from the fall scrimmage) to all 10<sup>th</sup> grade teachers so that their students will improve their performance on the winter scrimmage.</p>

**Comprehensive Schoolwide Literacy Program Element—  
ALIGNED CURRICULUM**

<b>Step 1 Implementation</b>	<b>Step 1 Evaluation</b>
English teachers will align their curriculum with the KCCT Reading blueprint (30% literary, 30% informational, 20% persuasive,	a) The principal holds teachers accountable through their lesson plans and his observations.

and 20% practical/workplace reading). Teachers will need support from the librarians in finding and adding informational, persuasive, and practical/workplace texts to use in their classes.	b) students' scores on the 2003 KCCT Reading subdomains
<b>Step 2 Implementation</b>	<b>Step 2 Evaluation</b>
English teachers will consistently ask students to apply what they have learned to new texts that they have never seen before.	English teachers will share results and get feedback in department meetings or teachers could pair up to work on this as partners.
<b>Step 3 Implementation</b>	<b>Step 3 Evaluation</b>
English teachers will use the Accelerated Reading multiple-choice questions as practice for the KCCT Literary Reading multiple-choice questions.	a) A current level needs to be determined: on average, what percentage of AR multiple-choice questions are students getting correct? b) Keeping in mind that AR multiple-choice questions are generally on a lower level than KCCT Reading questions, determine what percentage students should be scoring correct (90%? 80%?).

### NEXT STEPS

April 2003	Turn this plan into a CSIP (Comprehensive School Improvement Plan) component
All the Professional Development should impact Instruction.	Changes should be based on <ul style="list-style-type: none"> <li>a) teachers' experiences in the mentoring program</li> <li>b) math teachers work with the district consultant</li> <li>c) 10<sup>th</sup> grade teachers between scrimmages</li> </ul>
Aligned Curriculum	For Accelerated Reader to be effective, English teachers need to align the way they implement the program. At the end of the year, English teachers could share the ways they have used the program to determine the best way to implement it schoolwide.
Targeted Intervention	The intervention needs to be different than the instruction. How will English class be different for those 9 <sup>th</sup> graders who are repeating it?

# CUMBERLAND HIGH SCHOOL LITERACY PLAN

Developed September 23, 2002

Harlan, Kentucky

Literacy Team members present:

District consultants present: Anita Tolliver and Gina \_\_\_\_\_

KDE consultants present: Beckie Wade, Region 6 Language Arts consultant, and René Matthews, High School Reading consultant in Frankfort

- LITERACY GOALS\*:**
- (1) to reduce the number of students scoring Novice
  - (2) to reduce the gap between female and male performance
  - (3) to reduce the gap between those not participating in free/reduced lunch and those participating
  - (4) to eliminate the gap in students who do not attend ESS and those who do

\*Literacy Team members need to study the recent KCCT reading and writing data to determine specific number targets. Software from the Region 6 Service Center is available to set a goal that will get students to proficiency by 2014. The number targets should not be random, and they should be challenging.

## Comprehensive Schoolwide Literacy Program Element—LITERACY TEAM

<b>Step 1 Implementation</b>	<b>Step 1 Evaluation</b>
Who are the key content-area teachers to include on the team? What needs to happen for the Team to resemble the description on the PERKS document?	Current Team members meet with principal to decide on the reconfiguration of the 6-8 member Team. The Team needs to be in place before the Oct. 8-9 training.
<b>Step 2 Implementation</b>	<b>Step 2 Evaluation</b>
What does the Team need to know in order to work effectively? <ul style="list-style-type: none"> <li>a) They need to be experts on the RAMPS course.</li> <li>b) They have plans to visit other schools.</li> <li>c) They need to read and learn together. (They could start by reading 1 professional article—see purple folders—a week or every other week. They would need no more than 30 minutes for discussion, but they may find that they want more time.)</li> </ul>	<ul style="list-style-type: none"> <li>a) How will the Team evaluate what they learn from the America's Choice professional development?</li> <li>b) During the visit, Team members should note what fits with their current literacy priorities. Also, what did they see that needs to be implemented in years 2 or 3?</li> <li>c) At the end of their discussion, Team members could write a brief journal entry about how their thinking/ instruction changed based on what they read.</li> </ul>
<b>Step 3 Implementation</b>	<b>Step 3 Evaluation</b>
Which parts of the RAMP class (1 or 2 characteristics) will be implemented	Through observation and evaluation, the principal holds teachers accountable for

schoolwide? Literacy Team members need to model those characteristics in content-area classrooms. (or maybe this is a NEXT STEP for Year 2. If so, teachers should be invited to observe Ms. Hansel's RAMP-UP class this year.)	implementing those strategies.  (After their observation, teachers should meet with a Literacy Team member—rotate to share this responsibility—and the principal to discuss what they observed that they will implement in their own classrooms.)
---	---

### Comprehensive Schoolwide Literacy Program Element—TARGETED INTERVENTION

<b>Step 1 Implementation</b>	<b>Step 1 Evaluation</b>
Are the students scoring lowest in reading and writing in the RAMPS class which has already been created for 9 <sup>th</sup> graders?	Use current data— a) STAR test through Accelerated Reader b) Survey on attitudes and behaviors through America's Choice Consider old data— a) 7 <sup>th</sup> grade KCCT performance in reading and writing b) 6 <sup>th</sup> grade CTB performance
<b>Step 2 Implementation</b>	<b>Step 2 Evaluation</b>
Does the RAMPS course provide what students need to help them succeed in reading and writing on the KCCT?	The Literacy Team schools check the RAMPS course outline to be sure it is aligned with Program of Studies and Core Content. (I realize the America's Choice representatives say this is true, but they have had no contact with KDE. They may be correct, but KY teachers who understand our testing system should double-check to verify. The Team will have a more intricate knowledge of how RAMPS works and if there are any gaps they need to fill in for students.)
<b>Step 3 Implementation</b>	<b>Step 3 Evaluation</b>
What are the RAMPS students' other teachers doing to help them succeed in reading and writing on the KCCT?  Note: The faculty buy-in is agreeing to do whatever it takes with these 30 students. The idea is that, if we can be successful with the 30 lowest scoring 9 <sup>th</sup> graders, then we will figure out how to change our regular instruction so that all students can succeed. In other words, use the intervention to direct changes in instruction, eliminating the need for the	If the Literacy Team has 6 members and the RAMPS course has 30 students, each Team member could be responsible for 5 of the students. Suggestions from here a) Each Team members meets with each student once a week to find out how what they are learning in RAMPS helps them in other classes. b) They will also ask students if they are having trouble with reading and writing in any other classes. If a student says



intervention.	he has trouble reading an assigned chapter, the Team member teaches or reminds the student of a RAMPS strategy though would help (a graphic organizer, making text connections, a note-taking strategy, etc.). The Team member would explain to the classroom teacher that the student should be using that strategy to help him understand the chapter.
---------------	--

#### **NEXT STEPS**

April 2003	Turn this plan into a CSIP (Comprehensive School Improvement Plan) component
Year 2 (2003-2004)	Will all remaining 9 <sup>th</sup> graders be in a RAMPS course in year 2? If so, the entire class will have experienced this type of instruction before the 2004 KCCT.

# EVARTS HIGH SCHOOL LITERACY PLAN

Developed September 24, 2002

Harlan, Kentucky

Literacy Team members present:

District consultant present: Anita Tolliver

KDE consultants present: Beckie Wade, Region 6 Language Arts consultant, and René Matthews, High School Reading consultant in Frankfort

- LITERACY GOALS\*:**
- (1) to continue increase in writing  
(13 point increase in 2002)
  - (2) to close the gap in student performance on the on-demand writing and portfolio writing
  - (3) to involve more content-area teachers in portfolio scoring
  - (4) to continue increase in Practical/Workplace reading scores  
(both multiple choice and open response items)
  - (5) to raise scores on the Persuasive reading subdomain  
(both multiple choice and open response items)
  - (6) to raise scores on Literary subdomain

\*Literacy Team members need to study the recent KCCT reading and writing data to determine specific number targets. Software from the Region 6 Service Center is available to set a goal that will get students to proficiency by 2014. The number targets should not be random, and they should be challenging.

## Comprehensive Schoolwide Literacy Program Element— ALIGNED CURRICULUM and INSTRUCTION

<b>Step 1 Implementation</b>	<b>Step 1 Evaluation</b>
Implement the district and school policies that all teachers contribute two pieces per year to the portfolio. (relates to Goals 1-3)	This needs to be monitored by the principal and reflected on teachers' evaluations.
<b>Step 2 Implementation</b>	<b>Step 2 Evaluation</b>
Incorporate Practical/Workplace reading into the required Practical Living/Vocational Studies course for sophomores. (The curriculum committee will propose this change.) If the Practical Living/Vocational Studies teachers say they need support for this, there are several options: <ol style="list-style-type: none"><li>a) Literacy Team members could help teachers locate the Practical/Workplace reading released items to use in the course.</li><li>b) The librarian could help teachers find materials/texts for the course.</li><li>c) The HSTW Reading Coach could act as the main resource for those teachers.</li></ol>	<ol style="list-style-type: none"><li>a) Students' 2003 KCCT Practical/Workplace reading subdomain scores</li><li>b) The schoolwide scrimmage tests could be used as pre/post tests.</li></ol>

If the support becomes training, then a step needs to be added to Professional Development below. (relates to Goal 4)	
<b>Step 3 Implementation</b>	<b>Step 3 Evaluation</b>
English Teachers need to align their curriculum with the KCCT Reading blueprint (30% literary, 30% informational, 20% persuasive, and 20% practical workplace). Teachers will need support from the librarian in finding and adding informational and persuasive texts to their curriculum. (relates to Goals 4-6)	<ul style="list-style-type: none"> <li>a) The principal holds teachers accountable through their lesson plans and his observations.</li> <li>b) students' scores on the 2003 KCCT Informational and Persuasive reading subdomains.</li> </ul>
<b>Step 4 Implementation</b>	<b>Step 4 Evaluation</b>
English teachers, with support from the librarian, ensure that students are choosing AR books on their independent reading levels. In support, the librarian prints out a list of the AR books with their reading levels, so teachers can inform students of their choices before going to the library to choose books. (relates to Goals 4-6, especially 6)	students' scores on the AR multiple-choice quizzes.

**Comprehensive Schoolwide Literacy Program Element—  
PROFESSIONAL DEVELOPMENT**

<b>Step 1 Implementation</b>	<b>Step 1 Evaluation</b>
<ul style="list-style-type: none"> <li>a) Literacy Team members receive portfolio scoring training provided by the school's Writing Cluster Leader.</li> <li>b) Literacy Team members score the writing portfolios at their school in spring 2003. This meets Goal 3 because members include content-area teachers. (relates to Goals 1-3, especially 3)</li> </ul>	<ul style="list-style-type: none"> <li>a) Create a pre/post training survey for participants.</li> <li>b) Evaluation is built into the scoring through recalibration and read-behinds, but Team members also need some way to evaluate their experience.</li> </ul>
<b>Step 2 Implementation</b>	<b>Step 2 Evaluation</b>
Literacy Team members provide training (for faculty) on creating portfolio prompts and using rubrics to score student work. (Consider training faculty on the structures of on-demand genres because those pieces could become Transactive pieces.) (relates to Goals 1 and 2)	<ul style="list-style-type: none"> <li>a) Literacy Team members could create and administer simple pre/post surveys.</li> <li>b) To provide follow-up support for teachers as they implement their two portfolio prompts, a Literacy Team member will be available to assist during each common planning period. If that plan does not work, the 12 Literacy Team members could each mentor 2-3 members of the faculty.</li> </ul>

## NEXT STEPS

April 2003	Turn this plan into a CSIP (Comprehensive School Improvement Plan) component
Literacy Team	Members participate in their own professional development by reading and learning together. They could begin with the articles in the purple folders or they could choose a text to read together ( <i>Reading Don't Fix No Chevys</i> by Jeffrey Wilhelm or <i>To Be a Boy, To be a Reader</i> by William G. Brozo).
Targeted Intervention	How will we intervene for the lowest scoring 10 <sup>th</sup> graders? To consider <ul style="list-style-type: none"><li>a) use of the Gear-up tutor</li><li>b) use of the HSTW Reading Coach</li><li>c) use of the 10 Gifted students who scored Apprentice and above (perhaps they could tutor the lower scoring students)</li><li>d) developing a “boys only” group for extra reading and writing help in ESS</li></ul>